

DOCUMENT RESUME

ED 222 799

CG 016 265

AUTHOR Fleming, Donald C.; And Others
TITLE Procedures for Self-Evaluation of School Psychological Service Functions.
PUB DATE [80]
NOTE 26p.
PUB TYPE Reports - Evaluative/Feasibility (142)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Consultation Programs; Counseling; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Individualized Education Programs; Models; Program Evaluation; *Program Improvement; *School Psychologists; Self Evaluation (Individuals); *Standards; Summative Evaluation

ABSTRACT

This paper proposes a set of procedures for self-evaluation by practicing school psychologists and includes specific directions for development and improvement of their functioning. The evaluability assessment, a preparation for self-evaluation, is explained and suggested as a starting point. Included is a table which outlines the evaluability assessment activities in three areas of service typically offered by school psychologists, i.e., psychoeducational assessment, consultation, and counseling. A data form related to each service area and a master data sheet for each student case are described as well as the use of information from Likert-type scales or listings of priorities in combination with data from the master sheet to obtain information about specific self-evaluation issues. Process, product, and consumer evaluation, three important evaluation terms, are defined. Self-evaluation in relation to psychoeducational assessment, consultation, and counseling service functions is then discussed in terms of process, product, and consumer evaluation. A reference list is included. (Author/PAS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED2222799

PROCEDURES FOR SELF-EVALUATION
OF SCHOOL PSYCHOLOGICAL SERVICE FUNCTIONS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Donald Fleming and Lynne Fleming
Chesterfield County Public Schools
Chesterfield, Virginia 23832

and

Charles A. Maher
Graduate School of Applied and Professional Psychology
Rutgers University
Busch Campus, Box 819
Piscataway, N. J. 08854

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Donald C. Fleming Jr.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Running Head: Self-Evaluation

CG 016265

Procedures for Self-Evaluation of
School Psychological Service Functions

The task of developing professionally rewarding and effective ways of delivering school psychological services has become an increasingly difficult one for the individual practitioner. External factors, such as federal legislation, the courts, reduced financial resources, and more explicit standards for service provision have had growing impact on the practices of psychologists (Ysseldyke, 1978). With the enactment of P.L. 94-142, as well as decisions in court cases arising from the law, the permissible professional functioning of school psychologists has become constrained, even dominated, by demands connected to that legislation (Kirp & Kirp, 1976). In addition, professional standards for practice (American Psychological Association, 1977) have been expanded in a way which may tend to confuse school psychologists who are trying to establish guidelines for professional practices (Bardon, 1979; Mason & Remer, 1979). Moreover, school district budget reductions have resulted in special service professionals being eliminated or in delegation of traditional school psychologist duties (e.g. assessment) to paraprofessionals or educational diagnosticians (Maher, 1979; Trachtman, 1979). Thus, given the legislative, judicial and social pressures noted above, practitioners might benefit from activities which would allow them to evaluate their own professional functioning on an individual basis as a means to development and improvement of those functions.

In this paper, a set of procedures are proposed which can be considered as self-evaluation, a strategy presently receiving much attention in the behavior change literature. The growth of interest in self-evaluation is

due, in part, to evidence that such procedures may serve an educational function by (a) increasing users' discrimination of their own behaviors, (b) building users' awareness of the effects of their behaviors on those of others, and (c) encouraging realization of the effect of the environment on users' behavior (Haynes & Wilson, 1979). Research results on the effectiveness of self-evaluation strategies in improving behavior have yielded some promising findings (Nelson, Hay, Hay & Carstens, 1977; Piersel & Kratochwill, 1979; Plummer, Baer & LeBlanc, 1977). This paper will describe a set of self-evaluation procedures which can provide practicing school psychologists with specific directions for development and improvement of their functioning by examination of those areas in which changes may be necessary. Preparation for using the procedures, restrictions, and potential problems in their use also will be discussed.

Preparation for Self-Evaluation: The Evaluability Assessment

School psychologists' self-evaluation activities will be maximally useful if careful preparation for those activities becomes the first step in the process. Preparation for self-evaluation can occur by means of evaluability assessment, a procedure which helps an evaluator (in this paper, the practitioner as self-evaluator) assess the likelihood that the evaluation object (e.g. service functions) is capable (Maher, 1980; Wholey, 1980). In terms of self-evaluation of school psychological service functions, evaluability assessment consists of five steps: (1) identification of the psychological service functions on which self-evaluation will focus; (2) delineation of the service goals; (3) determination of the data which are presently available and which might be made available for self-evaluation activities relative to the goals;

(4) development of a data collection system for self-evaluation activities, and (5) definition of evaluation terms.

It is well known that school psychologists engage in a range of service functions. Thus, for the purpose of this paper, three types of services will illustrate the area of self-evaluation: (a) psychoeducational assessment; (b) consultation, and (c) counseling. With regard to preparation for self-evaluation of those services, Table 1 outlines information resulting from the evaluability assessment activities of a school psychologist.

Insert Table 1 about here

For the service areas seen in Table 1, the "Data Readily Available" could be increased if the school psychologist instituted regular data collection procedures which would create a data base to form a basis for examination of attainment of stated goals.

Collection of data for self-evaluation could best be accomplished if the school psychologist devised a data form related to each area of functioning. Creation of a single basic form, a "master data sheet", could, for each student case, include information such as (a) age and grade of student; (b) referring agent; (c) presenting complaints; (d) assessment strategies and time needed for implementation; (e) personnel providing input into needs determination, and (f) recommendations and follow-up evaluation plan. In addition, information from a variety of Likert-type scales or listings of priorities could be combined with data from the master sheet to obtain information about specific self-evaluation issues such as psychologist confidence in recommendations

for students or objectivity of input on children assessed. Examples of the use of appropriate forms are given under each type of service discussed below. (Sample master data sheets and rating scale forms are available from the first author.)

Another important aspect of evaluability assessment is definition of key evaluation terms. In self-evaluation of school psychological service functions, three important evaluation terms are process evaluation, product evaluation and consumer evaluation. Each kind of evaluation is defined as follows:

Process evaluation: This kind of evaluation is concerned with determining the extent to which methods employed in the delivery of psychological services have occurred as planned.

Product evaluation: This kind of evaluation is concerned with how well the practitioner has met some list of specific objectives and goals, for example, how quickly were referrals handled.

Consumer evaluation: This kind of evaluation is concerned with determining the relative degree of success experienced by the practitioner as perceived by selected interest groups such as parents, teachers and administrators.

The remainder of the paper discusses self-evaluation in relation to psychoeducational assessment, consultation, and counseling and in terms of process, product and consumer evaluation.

Self-Evaluation of Psychoeducational Assessment Service Functions

For purposes of the paper, psychoeducational assessment is considered as formal and informal testing and evaluation designed to clarify the problems

of a referred student case and to suggest possible interventions most likely to produce changes in student behavior. Given present practices, data from formal student psychoeducational assessments can be easily obtained. Data from informal assessment, typically not carefully documented or filed, may be more difficult to acquire, even though many intervention recommendations are based on information from informal measures.

School psychologists' data from psychoeducational assessment are generally individual case data and are filed under the name of the student. Such a filing system makes it difficult to quickly retrieve data about specific assessment issues of concern. Entering basic information from the assessment on a master data form and specific rating sheets should make the questions raised below fairly easy to answer.

Process Evaluation

Process evaluation activities can focus on issues of examiner bias, objectivity of information obtained in psychoeducational assessment, and relevance of information generated by formal instruments for making decisions on case handling.

Examiner Bias. The limited power of psychoeducational assessment devices as well as ambiguities in traditional special education classification systems can result in decisions of school psychologists influenced by subjective judgments. By examining specific process evaluation questions, the school psychologist can gain an overview of his/her placement decisions and obtain a base from which to examine assessment activities. Specific evaluation questions which could focus self-evaluation activities in this area are:

(1) What has been the distribution of special education categories represented among my placement recommendations? (2) What has been the relationship between by positive feelings toward a student and his ultimate special education placement? Question 1 could be answered by tallying type of special education recommendations listed on the master data form. To examine question 2, information from a tally of special education placements could be combined with data from an informal Likert scale employed with each student tested. Review of the literature in these areas would allow the school psychologist to compare his patterns with those of practitioners in other locations. Data generated from these procedures will be "soft" and, interpreted with caution, could lead to awareness of further data collection needs.

Objectivity of Information Obtained in Evaluation. School psychologists typically rely on a range of information about students provided by school personnel, and should be sensitive, in their evaluations, to the objectivity/subjectivity of these data. Specific evaluation questions relating to this issue are: (1) How objective are the influences on my placement recommendations? (2) How do the main sources of information - principals, teachers and parents - compare on the objectivity of the information they provide? Both questions could be answered from data entered on a master sheet combined with those from a rating scale which asked for various ratings on objectivity. Before beginning an evaluation in this area, the psychologist must critically examine his/her underlying assumptions. For example, it is likely that the school psychologist would assume that objective information was superior to subjective information: in the human service field, this assumption may be arguable.

Relevance of Information Generated by Formal Instruments for Case

Handling Decisions. Most school psychologists continue to base their assessments on information from a standard test battery. Federal and state laws have mandated that certain types of tests comprise the psychological component of an assessment. The tests required represent the traditional assessment battery, borrowed by school psychologists from the field of clinical psychology. Since it is possible that the traditional mode of assessment does not meet the needs of the school psychologist, an important evaluation question in this area is: (1) How often was the WISC-R rated as a major determinant in the recommendation for E.D. placement? The evaluation strategy for this question could involve consulting the master data sheet for cases in which E.D. recommendations were made, establishing cutoff points for significant WISC-R scores or patterns, tallying the number of students recommended for E.D. placement whose scores fell within the cutoff, and comparing the results of the E.D. tally with the number of scores of non-placed students which fell in the cutoff range. Use of such an approach could clarify the testing relevance issue at the individual practitioner level.

Product Evaluation

Product evaluation activities can focus on the issues of appropriateness of special education placement recommendations and appropriateness of recommendations for students who are not placed.

Appropriateness of special education placement recommendations. Given the ambiguity of criteria for special education placement, the school psychologist could benefit from a systematic way of evaluating his/her recommendations. Specific self-evaluation questions in this area are: (1) What progress,

behaviorally and academically, has been made by students in the special education program which the psychologist recommended? (2) In those cases in which the psychologist had little confidence in his recommendations, what progress has been made by students placed in special education programs? To answer question 1, the school psychologist would use the master data form to obtain the names of students placed in each special education category, then refer to goals listed in the students' IEPs and tabulate percentages of goals reached and not reached. A similar procedure could be followed to answer question 2, with the additional information needed coming from an informal scale ranking psychologist confidence in his recommendations. Use of an evaluation plan in this area will allow the psychologist to tap into the wealth of data available, though not often used, in the schools. Problems may be encountered in separating the recommendation from the quality of the program and in accounting for variations in the accuracy of student progress data kept by teachers.

Appropriateness of recommendations made for students not placed in special education programs. Follow-up of students not placed is often a problem because of level of psychologist workload and the reticence of some teachers and parents to discuss problems which continue in spite of interventions. An important self-evaluation question for this issue is: What improvements in on-task behavior occur as a result of psychologist recommendations to a teacher to increase her frequency of social praise? To self-evaluate this question, the psychologist could use master data sheet information on specific recommendations made, obtain baseline data on on-task behavior, devise a data collection form to allow monitoring of on-task behavior as it relates to teacher praise,

and compare information from this monitoring across teachers and grade levels to determine where school psychologist recommendations have greatest impact. In assessing this area, the psychologist should be aware of the possible confounding of the implementation of his/her recommendations with the quality of his recommendations.

Consumer Evaluation

The self-evaluation issue discussed under consumer evaluation refers to parents' perceptions of and feelings toward the appropriateness of the feedback on psychoeducational assessment results provided by the school psychologist.

Appropriateness of feedback as judged by parents. School psychologists have had some difficulty in providing adequate feedback to parents (Losen & Diamant, 1978). An important self-evaluation question in this area is: As a result of the feedback conference with the psychologist, is there an increase in parents' understanding of their child's intellectual strengths and weaknesses, behavioral style and/or emotional needs? Self-evaluation would involve devising a questionnaire which could be sent to all parents with whom conferences are held. The questionnaire could be set up as a rating form in which parent replies could easily be converted to percentages which would allow comparisons of parental opinions along several dimensions related to good feedback. Although such consumer evaluation surveys have been widely used in school psychologist evaluation (Grubb, Petty & Flynn, 1976; Kahl & Fine, 1978), they have been employed generally by university and educational professionals to draw conclusions about the general efficacy of the school psychologist's performance. A consumer evaluation form designed by the psychologist should

allow for a focus on individual areas of concern or on areas of perceived weakness.

Self-Evaluation of Consultation Service Functions

The area of consultation has received growing attention in the field of school psychology (Kupisch, 1978; Meyers, Parsons & Martin, 1979; Szmuk & Docherty, 1979) and is generally viewed as an effective and efficient model of service delivery. As consultation is an emerging area, its correspondingly limited research base has resulted in confusion about what kinds of service functions of psychologists could actually be classified as consultation (Meyers, Pitt, Caughan & Friedman, 1978). The most general understanding of consultation equates the process with indirect services to students, e.g. discussing with a teacher various ways to handle the behavior problems of a particular student (Alpert, 1977). Data available at present do not provide much help in evaluating the consultation process. As school psychologists become more aware of specific issues involved in consultation, they may be more likely to store consultation-related information so that the data base may begin to approach that typically kept for the area of assessment.

Process Evaluation

The process evaluation issue proposed here deals with specific consultation skills employed in case handling with a consultee (e.g., teacher).

Implementation of consultation skills in case handling with consultee.

Since researchers have identified a number of important consultation skills, the practitioner can now monitor implementation of these skills. Specific

skills presently listed may vary among researchers and it will be necessary to select for self-evaluation those skills most appropriate to the consultation activity with which one is concerned. Thus, assessment questions for this issue could be: (1) What problem-solving skills are most frequently used in psychologists' discussions with teachers? (2) What consultation skills are used, and what is the frequency of the use of those skills, by psychologists participating in multidisciplinary team meetings? Both questions can be assessed through use of rating forms which list specific consultation skills and require a frequency tally by the school psychologist for the use of each skill. Bergan (1977) has outlined a form which would be useful in answering question 1. Conoley's (1980) work on consultation with an organization should provide guidelines for devising a form to answer question 2. Psychologists interested in assessment of this area should note that, for the consultation skills typically listed, only face validity documenting the importance of each skill presently exists; construct validity ratings are rarely provided.

Product Evaluation

A major self-evaluation issue in the product evaluation area concerns the results from the psychologists' consultation activities.

Results of consultation. At present, there is little formal evaluation conducted by school psychologists on the results of their consultation efforts. Sample assessment questions for this area are: (1) To what degree does the classroom teacher implement the agreed-upon behavior system, e.g., how often are home-school behavioral rating sheets sent home? (2) Does the consultee apply the skills learned in the consultation process to other situations

as they arise? With regard to question 1, the psychologist could survey either the teacher or the parent, or both, to determine how frequently the daily report card actually was sent home. Such surveying could continue over a period of several weeks. The second question could be assessed through the use of periodic questionnaires to teachers with whom the psychologist has consulted. Questionnaires would have to be individually constructed so that new use of the specific skills explained could be appropriately measured. In both cases, the master data sheet could be used to indicate which cases could be polled. Assessment of consultation results, such as teachers' rates of sending home behavior rating sheets, will be more easily accomplished than assessment of the difficult questions of changes in student behavior or attitude as a result of consultation. Because of the unique nature of each case, a method such as Goal Attainment Scaling (Kiresuk & Sherman, 1968), which allows for a statement of individual goals and sets a specific date for assessment of each of those goals, could be employed in this type of evaluation.

Consumer Evaluation

A central self-evaluation issue in terms of consumers is how the recipients of the consultation activity evaluate the intervention.

Recipient evaluation of intervention. A sample question for this issue is: What are the consultee's ratings of inservices or workshops presented by the school psychologist? Self-evaluation in this area would involve devising a form which would allow consultees to rate psychologist inservices along a number of dimensions and then summarizing the ratings obtained. While consultee rating of inservice format should provide evaluation data important

to determining changes in presentation or content of inservice, the psychologist may want to assess the impact of the inservice on consultee behavior. Combining consumer evaluation data with that from product evaluation would yield the best assessment of this issue.

Self-Evaluation of Counseling Service Functions

Counseling is a process in which a counselor works with an individual or a small group to enhance development in specific behavioral or emotional areas. When conducted in schools, by school psychologists, counseling often is short-term and geared to problem-solving; if a lengthy counseling intervention is seen as needed, a referral can be made to an agency outside the schools. School systems do not generally require of school psychologists accountability for counseling activities. Thus, there is little incentive for psychologists to keep records, as they do with assessment, which could aid the evaluation process. Moreover, in traditional practice of school psychology, the psychologist often functions as an individual in relation to assigned schools, and has little opportunity to meet with peers for feedback. Data collection on counseling, therefore, has typically been informally accomplished by some school psychologists, but ignored by others who felt that improvement of counseling skills was not a priority as long as they continued to enjoy the respect of administrators, teachers, and parents in their schools.

An additional barrier to evaluation of counseling services has been the fact that presenting complaints are often poorly thought out; many times, when others are frustrated by a child's behavior, they may ask the psychologist to "talk to" the child. The goals of that talk are often left vague. This

type of referral leads the referring agent to the belief that he or she has done something to solve the problem. If the psychologist cannot obtain more information on change goals for the child, his/her counseling will be directionless, difficult to evaluate and no different from simple adult attention.

Self-evaluation of counseling is needed, and has much potential for successful application by school psychologists. Counseling research details a number of counseling evaluation strategies which school psychologists could adapt and employ. Self-evaluation could lead to improvement in psychologist functioning in a portion of the job often left unsupervised by administrators.

Process Evaluation

An important issue in this area concerns which counseling strategies are most regularly employed with the cases seen.

Counseling strategies employed. Research into the counseling process provides much evidence that no single strategy is effective in all cases encountered. The current practice of most skilled counselors is to be eclectic in selecting strategies most appropriate for individual clients. Although data support the use of an eclectic approach (Goldstein & Stein, 1976), it is easy for counselors to fall into a habit of using one or two methods with all clients. School psychologists should guard against overuse of a single strategy which is comfortable for them or moderately successful. A sample self-evaluation question for this issue is: Which counseling approaches are most frequently used in school psychologist case handling? Evaluation strategy would involve using a master data form to tabulate types of interventions

employed with each case over a specified period of time. These data could be used to note which interventions were most frequently used in varying types of cases. A survey of counseling practices vs. specific types of counseling cases could be prepared and examined to provide information on infrequently used strategies which might improve general case handling. Information provided on the master form would probably have greater utility if combined with other data such as success and length of intervention. It might be possible to tabulate other data, such as client positive statements toward the psychologist, to provide an evaluation of the counseling process.

It will be difficult for an individual school psychologist to conduct a truly objective process evaluation of counseling strategies employed, because self-rating on verbal exchanges is difficult and leads to bias. The procedures proposed above, however, can provide some assessment data in this often neglected area.

Product Evaluation

The sample self-evaluation issue in this area concerns success of counseling interventions across problem types in achieving goals specified in individual cases.

Success of interventions. School psychologists cannot be expected to possess all the skills necessary to produce changes with different clients. Use of self-evaluation techniques which would allow psychologists to determine problems and clients with which they have acceptable and non-acceptable success rates should enable them to begin to generate goals for self-change. In this area, a sample self-evaluation question is: What is the degree of

goal attainment across various types of problems? Evaluation strategy would involve employing Goal Attainment Scaling for all students seen, using the master data sheet to sort students along a variety of dimensions and problem types, and summarizing the information into usable form. Since the goal setting process is central to product evaluation of counseling, the psychologist should exercise caution and skill in his goal setting procedures with clients. If goals are set too low, the success rate may appear to be artificially elevated. Correspondingly, goals which are too high can create the appearance of counseling failures. In some problem domain areas, it may be especially difficult to establish measurable goals.

Consumer Evaluation

The self-evaluation issue here concerns consumer reaction to preparation, before the counseling process actually begins, for the specific counseling practices which will be occurring, procedures generally termed induction training.

Consumer reaction to induction training. Although induction has been used chiefly with adults (Goldstein, 1975), school psychologists should be aware of the potential of this method for use with children clients. Children are more likely than adults to have interventions selected for them or done to them. Increasing students' involvement in planning what they will experience could maximize their cooperation with the counseling process. A sample self-evaluation question for this issue is: Are there differing perceptions of satisfaction with the counseling intervention among student clients who were and those who were not prepared for the process of establishing a

self-change contract with the psychologist? Self-evaluation strategy would involve devising a satisfaction questionnaire which would be given to all students involved in establishing behavior contracts with the psychologist. Then, comparing ratings of those students who were and were not involved in the induction training, information which would be found on the master data sheet, an evaluation of the usefulness of induction could be determined. It may take some time before individual psychologists could obtain a large enough sample of students to permit adequate evaluation of the effect of induction on consumer satisfaction. Although students should form an important part of consumer evaluations, their ratings may be influenced by such confounding factors as a desire to please the adult and satisfaction with any extra adult attention, regardless of the appropriateness of the contact. Ratings of upper elementary and older students should be relatively free from bias.

Conclusion

The possibilities which have been outlined are not considered to be the final statement on a self-evaluation program for the practitioner. School psychologists who are interested in evaluating their professional functioning must identify the foci of their self-evaluation as well as appropriate self-evaluation methods. What is common to all psychologists who pursue self-evaluation is the need to carefully plan their approach prior to data collection in order to prevent inordinate amounts of time being committed to the process, as well as to allow realization of the many gains predicted by some authors (Hodges, Reference Note 1; Lolli, 1980) and documented by others (Conoley & Conoley, Reference Note 2; Zins, Reference Note 3).

REFERENCE NOTES

1. Hodge, M. A. An accountability model for school psychologists. Paper presented at the National Association of School Psychologists' Convention, Washington, D. C., 1980.
2. Conoley, J. C. & Conoley, C. W. Consultation revisited: Empirically. Paper presented at the National Association of School Psychologists' Convention, New York, 1978.
3. Zins, J. E. Using data-based evaluation in developing school consultation services. Paper presented at the American Psychological Association Convention, New York, 1979.

REFERENCES

- Alpert, J. L. Some guidelines for school consultation. Journal of School Psychology, 1977, 15, 308-319.
- American Psychological Association. Standards for providers of psychological services. American Psychologist, 1977, 32, 495-505.
- Bardon, J. Debate: Will the real school psychologist please stand up?
Part 1: How best to establish the identity of professional school psychology. School Psychology Digest, 1979, 8, 162-167.
- Bergan, J. R. Behavioral consultation. Columbus, Ohio: Merrill, 1977.
- Conoley, J. Organizational assessment. The School Psychology Review, 1980, 2, 83-89.
- Goldstein, A. P. Relationship enhancement methods. In F. Kanfer & A. P. Goldstein (eds.) Helping people change. New York: Pergamon Press, 1975.
- Goldstein, A. P. & Stein, N. Prescriptive psychotherapy. New York: Pergamon Press, 1976.
- Grubb, R. D., Petty, S. & Flynn, D. L. A strategy for the delivery of accountable school psychological services. Psychology in the Schools, 1976, 13, 39-44.
- Haynes, S. & Wilson, C. C. Behavioral assessment. Washington, D. C.: Jossey-Bass, 1979.

- Kahl, L. J. & Fine, M. J. Teachers' perceptions of the school psychologist as a function of teaching experience, amount of contact and socioeconomic status of the school. Psychology in the Schools, 1978, 15, 577-582.
- Kiresuk, T. & Sherman, R. Goal attainment scaling: a general method for evaluating comprehensive community mental health programs. Community Mental Health Journal, 1968, 4, 443-453.
- Kirp, D. & Kirp, L. The legalization of the school psychologist's world. Journal of School Psychology, 1976, 14, 83-89.
- Kupisch, S. Consultation: a necessary alternative in the provision of psychological services. The School Psychology Digest, 1978, 7, 3.
- Lolli, A. Implementing the role of the school psychologist. Psychology in the Schools, 1980, 17, 70-75.
- Losen, S. & Diamant, B. Parent conferences in the schools: procedures for developing effective partnerships. Boston: Allyn & Bacon, 1978.
- Maher, C. Guidelines for planning and evaluating school psychology service delivery systems. Journal of School Psychology, 1979, 17, 203-211.
- Maher, C. The program analysis and review system: Application to school-community prevention program evaluation. Journal of Community Psychology, 1980, 24, 92-99.
- Mason, E. & Remer, R. Politics and school psychology: a case study. Journal of School Psychology, 1979, 17, 74-80.

- Meyers, J., Parsons, R. D. & Martin, R. Mental health consultation in the schools. San Francisco: Jossey-Bass, 1979.
- Meyers, J., Pitt, N. W., Gaughan, E. J. & Friedman, M. P. A research model for consultation with teachers. Journal of School Psychology, 1978, 16, 137-145.
- Nelson, R., Hay, L., Hay, W. & Carstens, C. The reactivity and accuracy of teachers' self-monitoring of positive and negative classroom verbalizations. Behavior Therapy, 1977, 8, 972-985.
- Piersel, W. C., Brody, G. H. & Kratochwill, T. R. A further examination of motivational influences on disadvantaged minority children's intelligence and test performance. Child Development, 1977, 48, 1640-1644.
- Plummer, S., Baer, D. M. & LeBlanc, J. M. Functional considerations in the use of procedural time-out and an effective alternative. Journal of Applied Behavior Analysis, 1977, 10, 707-716.
- Szmuk, M. & Docherty, E. M. Behavioral objectives for psychological consultation in the schools as evaluated by teachers and school psychologists. Psychology in the Schools, 1979, 16, 143-149.
- Trachtman, G. M. The clouded crystal ball: Is there a school psychology in our future? Psychology in the Schools, 1979, 16, 378-385.
- Wholly, J. S. Evaluation: Promise and performance. Washington, D. C.: Urban Institute, 1980.

Ysseldyke, J. E. Who's calling the plays in school psychology? Psychology
in the Schools, 1978, 15, 373-378.

EVALUABILITY ASSESSMENT OF READINESS FOR SELF-EVALUATION OF SCHOOL PSYCHOLOGICAL SERVICES

	Psychoeducational Assessment Services	Consultation Services	Counseling Services
SERVICE GOALS	(a) determination of appropriate interventions (b) compliance with state and federal laws (c) examination of validity of input from teachers, parents and administrators (d) determination of information needed to understand case (e) determination of present levels of functioning, causative factors and prognosis	(a) individual goals determined by case (b) satisfaction of consultees (c) consultee becomes able to generate own solutions to problems (d) consultee improves own understanding of case (e) consultee becomes able to apply skills to new cases	(a) serving as many people as possible through efficiently organized services (b) individual goals determined by case (c) satisfaction of client (d) satisfaction of referring agent (e) development of better client coping strategies for future problems
DATA READILY AVAILABLE	(a) types and number of tests given (b) ages of students evaluated (c) grades of students evaluated (d) presenting complaints (e) time between referral and evaluation (f) psychologist recommendations (g) recommendations of other evaluators (h) recommendations of psychologists as they relate to final decisions (i) number of formal evaluations conducted previously	(a) number of cases (b) presenting complaints (c) age and grade of student (d) referring agent	(a) number of cases (b) presenting complaints (c) age and grade of client (d) referring agent
DATA WHICH COULD BE AVAILABLE	(a) time required to complete formal and informal evaluations (b) interventions attempted by others prior to current evaluation	(a) number of cases handled (b) number of teachers with whom consulted (c) number of parents with whom consulted (d) number of administrators with whom consulted (e) primary concerns in consultation cases	(a) number of sessions (b) length of time of sessions (c) number of scheduled sessions missed